

INDIVIDUALIZED EDUCATION PROGRAM (IEP)  
PRESENT LEVEL OF PERFORMANCE

***Student Name:*** John Smith  
***Student ID Number:*** 987654321

***Date:*** June 20, 2005

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***John's disability and how it affects involvement and progress in the general education curriculum:***

John is entering 9th grade in the fall. He was identified in 3rd grade as having a specific learning disability that impacted reading and written language. John also is diagnosed as having attention deficit disorder. During middle school, intervention has been geared to improving reading, writing, and learning strategies, which helped him to keep pace with his same age peers in all his academic classes.

***Assessment information and instructional needs:***

John passed the 8<sup>th</sup> grade Standards of Learning (SOL) English test using the audiotape read-aloud accommodation. On the English: Reading/Literature and Research test he correctly answered 31 of 42 items for a scaled score of 420 (passing is 400). He answered more items correctly in the reporting category of understands a variety of printed materials/resource materials (17 of 21) than in the category of understands elements of literature (14 of 21). On the English: Writing SOL test he correctly answered 31 of 44 items for a scaled score of 413 (passing is 400). He answered more items correctly on the multiple-choice test (16 out of 20 items) than on the short paper test (15 out of 24). Both tests require the student to use the essential skills of planning, composing, and revising in a variety of forms for a variety of purposes, and editing for correct use of language, capitalization, punctuation, and spelling.

John passed the 8<sup>th</sup> grade SOL math test with an advanced proficient score without needing to use accommodations. There were no weaknesses noted in math reporting categories or by his math teacher.

Using instruction-based assessment, John's class work samples from English, history, and science were analyzed (work samples file, February – April 2005). This analysis revealed that John was successful with reading comprehension tasks that require completing a sentence with one word, matching vocabulary with definitions, providing a short answer in writing and verbally (grades ranged from 80%-C to 100%-A). He was less successful with demonstrating his knowledge of concepts covered in these classes when using essay formats (grades ranged from 30%-F to 80%-C). John received better grades on oral presentations on the concepts covered (grades ranged from 80%-C to 100%-A). During several observations in history and English classes, he corrected himself when answering factual questions on the content. When John was asked to read aloud he approached the task with persistence and was careful to decode the words, which resulted in a slow pace. John is able to independently use phonics and word analysis (prefixes and suffixes) to decode vocabulary used in his classes and find factual information from two-page stories or passages. He was more successful answering inferential questions and making predictions when the passage was read aloud to him than when reading on his own. John was able to decode but not always define or use science and history vocabulary. He attempted to use context clues to define new vocabulary. John's parents reported that he is able to successfully learn five new words per week in three content areas history, science, and English using flash cards with cueing three times a week that was provided as part of his homework assignments (parent teacher meeting, April 2005). An analysis based on 4 of John's writing samples (March - April 2005) revealed that he had proficient ratings with factual writing assignments (who, where, what questions) but had difficulty coming up with ideas on his own for creative writing assignments.

His most recent standardized testing using the Woodcock-Johnson III, Tests of Achievement (May 16, 2005) revealed that John continues to perform in the low average range (standard scores ranging from 75 to 85) in basic reading skills and has particular difficulty with fluency and comprehension. The following Cluster scores were achieved:

Reading Clusters	Age <u>Standard Score</u>	Grade <u>Standard Score</u>
Broad Reading	68	72
Basic Reading	73	78
Reading Comprehension	64	69
Broad Oral Language	75	80
Broad Written Language	70	75

These assessment performance indicators are consistent with John’s difficulties in his classes on materials where independent reading is expected.

John’s teachers reported that he is a motivated student who actively engages in classroom activities. He is well liked by peers and successfully participates in extra-curricular activities. The English and history teachers report that John had to be continually redirected during instructional time due to excessive talking. He talks over other students and the teacher during instruction and gets angry when redirected. Assigned seating closer to the teacher and quiet teacher reminders reduced these behaviors but did not eliminate them (teacher anecdotal records, office referrals and interviews from November 2004 – May 2005).

### ***John’s preferences, parent input, postsecondary and adult/continuing education:***

John stated that he enjoys making things and playing most sports. He enjoys helping his uncle in the family restaurant and thinks that being a chef might be a “fun” job. He stated that he does best on class projects that allow him time to continually re-work until getting to the desired result and not being pressured by deadlines. He stated that he still does not read for pleasure but enjoys documentaries or taped materials. He uses the Internet to find information and enjoys interviewing experts in a topic area to get information, as he had to do when he interviewed his uncle on how to start a restaurant business to write a paper for English class. John’s parents reported that his hobbies include building model cars and playing basketball. He plays basketball in a recreation league and has taken an interest in sports nutrition. John searched the Internet to find diets recommended for star athletes and he is eating more of those “healthy” foods than in the past (student and parent interview May 16, 2005). During a meeting with his counselor, parents, and special education case manager to develop a 9th grade schedule, John stated that he wants to graduate high school with a Standard Diploma. His parents support his desire to earn a Standard Diploma. Additionally, he expressed an interest in culinary arts and stated he would like to be a chef (interview with counselor May 17, 2005). John often spends time with his uncle who owns and operates a restaurant so has some knowledge of what is required in this vocation. John has asked to have both art and nutrition courses on his schedule. John met with his guidance counselor at the end of the school year and completed the Reading Free Interest Inventory and a Career Occupational Preference System (COPS) (June 15, 2005). His interests appear to lie in the areas of Consumer Economics and Skilled Service.

### ***Independent living/community participation:***

John would like to live in an apartment with friends eventually but expressed that he will live at home for a while after high school, to save some money. He prepares his own breakfast and on Sunday cooks breakfast for the whole family. His mother says that he takes care of his personal grooming without reminders. John is assigned chores around the house and does them willingly most of the time, but he needs several reminders. John knows how to use the city bus system and wants to get a driver’s license as soon as he can. He walks to school and was not tardy during 8<sup>th</sup> grade. John sings in the church choir and participates in Scouts. He likes to play competitive basketball and enjoys bowling with friends and family (students and parent interviews, June 15, 2005).

***Adult services:***

Services through the Department of Rehabilitative Services have been explained to John and his parents. They are not interested in making a referral at this time.

***John’s unique instructional needs:***

John benefits from the use of content enhancement routines, graphic organizers, and verbal discussion of complex concepts, as well as repeated exposure to new information. Class material (textbooks, articles, etc.) and tests above his independent reading level should be provided on tape or read to him. John should continue to work on increasing his reading fluency and using strategies to understand and remember new vocabulary. John should be provided with strategies to approach creative writing assignments such as, the use of pre-writing techniques to select topics from his knowledge base and how to elaborate. John needs positive supports to improve his on-task behavior in class and allow him to control his desire to talk out when it is not appropriate. The acquisition of self-monitoring skills this year will be an asset to him for success throughout high school and in postsecondary settings. Further assessment of his career aptitude and interests is needed prior to the end of the year.